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ABSTRACT

This report gives intormation on the emplcyment and educational situation in Coloradc and offers the State Board for Community Colleges and Occupational Education the following suggestions fcr solving various problems: out-reach programs; coordinated prcgrams of work, study, and recruitment; relevant shcrt courses and lcng term vccaticnal and techrical programs for the disadvantaged; day-care centers; use of varied media to inform disadvantaged students of financial aid; employment of personnel and enrcllment of minority students in proportions at least equal to their respective populaticns within the community; emphasis on ethnic studies; develcpmental and tutorial programs; and ncn-punitive grading systems. (CA)

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ACTION STEPS FOR REACHING THE DISADVANTAGED IN COLORADO

Gordon B. Pyle

March 1970

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STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ACTION STEPS FOR REACHING THE DISADVANTAGED
IN COLORADO

Problems and Potentialities

A number of social, political, economic and scientific changes on the American scene make it necessary for us to rethink our approach to the development of opportunity for many citizens. First among these changes are those brought about by technological improvements on the farms and in the mines of Colorado. Second among the changes is the introduction of automation into many of the state's manufacturing industries. One of the human results of these changes has been to sweep away beginning job opportunities for many who have in the past had little, if any chance for education beyond the high school. These people are now confronted with an employment picture that demands more education and training. Confronted with fewer and fewer job opportunities on the farms and in the mines, many have moved to the city in hopes of greater opportunity. There they find the entry jobs have often been mechanized. Faced with these problems, large numbers of people are being forced to turn to welfare or to social and political action in an effort to improve their lot. Education and the development of saleable skills are of course, the ultimate solution to the problem with which we are now faced. Community colleges have been a nationwide response to this problem, but community colleges that become too institutionalized do not reach into those parts of their communities where people are now searching for and in desperate need of new solutions.

The community colleges of Colorado, individually or through cooperative efforts with other institutions and Boards of cooperative services, need to reach out in order to bring maximum job oriented educational opportunity to all of the state's citizens. The facilities, equipment and supplies necessary should be geared to specific programs and target populations. In line with this, the program should consider the use of bookmobiles, mobile laboratories, church basements, garages, factories and public libraries in support of the services and programs being provided.

WHEREAS, Job opportunities are expanding for appropriately trained personnel and many persons who have not previously sought education beyond the high school are now in need of it, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION ENCOURAGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO DEVELOP OUTREACH PROGRAMS LOCATED IN OR NEAR CENTERS OF RESIDENCE IN AN EFFORT TO CONTACT THE DISADVANTAGED AND OTHER CITIZENS IN NEED OF VARIOUS FORMS OF EDUCATION.

WHEREAS, Many of the new clientele we seek to reach are presently engaged in work that lies below their potential and inasmuch as it is our desire to bring education to the people, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO EXPLORE WITH BUSINESS, INDUSTRY AND PUBLIC AGENCIES THE DEVELOPMENT OF COORDINATED PROGRAMS OF WORK, STUDY AND RECRUITMENT OF SUCH INDIVIDUALS WITHIN THE FACILITIES OF THE EMPLOYING ORGANIZATION.

WHEREAS, Approximately 80 percent of the expanding job opportunities require less than a baccalaureate degree and can be prepared for in a community college, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION ENCOURAGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO DEVELOP RELEVANT SHORT COURSES AND LONG TERM VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS FOR THE DISADVANTAGED.

WHEREAS, Many persons within the target groups have children that must be cared for while the parents seek training and employment, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO EXPLORE THE DEVELOPMENT OF DAY-CARE CENTERS IN APPROPRIATE AREAS OF THEIR COMMUNITIES FOR THE PURPOSES OF BOTH TRAINING STUDENTS AND COMMUNITY SERVICE FOR ADULTS SEEKING EDUCATION

AND EMPLOYMENT. THESE CENTERS ALSO ARE TO INCLUDE ADULT AND CONTINUING EDUCATION SERVICES THAT CAN ACCOMPLISH RESEARCH INTO INDIVIDUAL NEEDS AND PROVIDE FAMILY COUNSELING FOR THE EVOLVING EDUCATIONAL ASPIRATIONS OF IMPOVERISHED FAMILIES.

WHEREAS, Disadvantaged students need financial assistance to enter and complete educational programs, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION ENCOURAGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO EXERT EVERY EFFORT THROUGH THE USE OF ALL MEDIA TO INFORM DISADVANTAGED STUDENTS OF FINANCIAL AIDS AVAILABLE INCLUDING TUITION WAIVERS, WORK STUDY PROGRAMS, FINANCIAL AIDS PROGRAMS, COOPERATIVE EDUCATION PROGRAMS, JOB PLACEMENT AND REFERRAL TO FEDERAL PROGRAMS SUCH AS MDTA AND WIN.

WHEREAS, The requirement of taking difficult standardized tests along with producing high school transcripts, birth certificates and other data as well as filling out long registration forms poses a difficult hurdle for the admission of many disadvantaged students and older persons, and,

WHEREAS, Student competence is more important upon the student's exit from the institution than upon his entry, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO REVIEW ADMISSION REQUIREMENTS AND REGISTRATION PROCESSES TO THE END THAT THE INSTITUTIONS MAY BECOME TRULY "OPEN-DOOR" INSTITUTIONS.

WHEREAS, Community junior colleges as institutions of learning and training established under public auspices have become known as the "people's colleges" and as such should represent "best practices" of administration, recruiting and teaching, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCA-

TION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES, IN LINE WITH THE FREQUENTLY DECLARED GOAL OF SERVING ALL PEOPLE WITHIN THE COMMUNITY, TO STRIVE TO EMPLOY PERSONNEL AND TO ENROLL MINORITY AND UNDERPRIVILEDGED STUDENTS IN PROPORTIONS AT LEAST EQUAL TO THAT OF THE RESPECTIVE POPULATIONS WITHIN THE COMMUNITY AND ALSO URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO EXAMINE ALL ISSUES BEARING DIRECTLY OR INDIRECTLY ON THE EDUCATIONAL OPPORTUNITIES OF ACTUAL AND POTENTIAL STUDENTS AND THE INSTITUTION THAT SERVES THEM: AND TO BECOME INVOLVED WITH APPROPRIATE COMMUNITY ACTIVITIES TO THE END THAT EDUCATIONAL OPPORTUNITIES WILL BE EXPANDED FOR ALL.

WHEREAS, In those instances where history courses are revised to accurately reflect the role minorities have played in American history and where the arts, crafts, music and other cultural achievements of participating minority groups and students are given proportionate display and recognition, the shock of transition that frequently occurs when some minority or other disadvantaged persons first enter into the collegiate setting may be eased, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO DEVELOP AND RECOGNIZE IN APPROPRIATE BROAD COURSES THE CONTRIBUTIONS MADE BY THE VARIOUS MINORITIES AND DEVELOP SUCH COMPREHENSIVE BROAD BASED PROGRAMS, PROCEDURES AND SERVICES AS MAY BE NEEDED TO ENHANCE THE OPPORTUNITY OF VARIOUS DISADVANTAGED STUDENTS TO ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE MAIN STREAM OF CAMPUS LIFE.

WHEREAS, Properly designed developmental programs and tutorial assistance can be helpful to those who have fallen behind due to ineffective socio-economic and educational encouragements, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO INITIATE DEVELOPMENTAL AND TUTORIAL PROGRAMS USING SUCH PROGRAMMED LEARNING, CLASSROOM GUIDANCE AND

TUTORIAL EXPERIENCES AS MAY PROVE EFFECTIVE.

WHEREAS, The abstract concepts required in much of education beyond the high school are new to some students coming from families who have not previously sought collegiate education and inasmuch as grades should be building blocks, not stumbling blocks to success, new non-punitive grading systems which replace "D" and "F" grades with a simple "W" may be of assistance to students in the development of an adequate self-concept and success pattern without being a threat to standards, be it therefore

RESOLVED THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION URGES BOTH STATE SYSTEM AND DISTRICT COLLEGES TO EXPLORE THE IMPLEMENTATION OF NON-PUNITIVE GRADING SYSTEMS.